



Nevada State Public Charter School Authority

Site Evaluation Report
Doral Academy - Cactus
Evaluation Date: 1/11/2022
Report Date: 3/8/2022

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Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on January 11, 2022, at Doral Academy Cactus. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio. Beginning with the 2021-2022 school year, the SPCSA differentiates levels of oversight. Schools in year three of the current contract and operating at a four- or five-star level according to the NSPF will forgo the focus group portion of the evaluation. If the school's Climate data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process. During the abbreviated site evaluation, there will be fewer classroom observations. All Doral Academy schools underwent abbreviated site evaluations

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C). In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Doral Academy Cactus is in Las Vegas, Nevada in a facility at 9025 W Cactus. The school serves 982 students (as of the most recent Validation Day) in Kindergarten through 8th grade. The mission of Doral Academy Cactus is "Doral Academy of Nevada provides an enhanced educational experience. We will develop outstanding student achievement with focus on each child being well-rounded in all parts of their education. Students will be prepared in an academically challenging and personally meaningful learning environment with an emphasis on arts integration. A collaborative effort including all students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at Doral Academy."

ACADEMIC PERFORMANCE

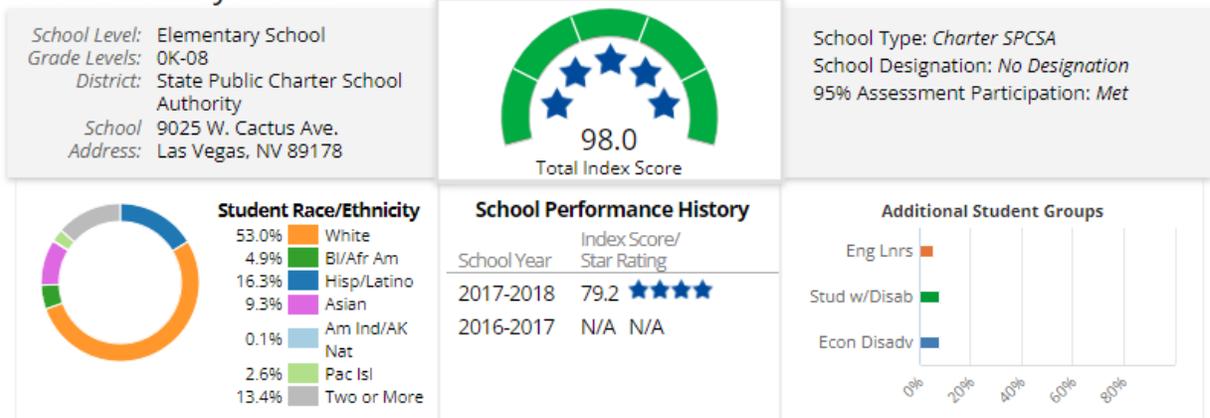
Nevada School Performance Framework 2019

Doral Academy Cactus serves 982 students in grades Kindergarten through 8th grade.

Elementary School

Doral Academy Cactus

School Year 2018-2019 Nevada School Rating



Middle School

Doral Academy Cactus

School Year 2018-2019 Nevada School Rating



Doral Academy - Cactus
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	73.2	54.5	48.5	69.6	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	82.7	75.6	68.8	87.8	75.2	67.2
Black/African American	66.6	31.3	32.3	55.5	30.6	28.8
Hispanic/Latino	57.7	44.6	39.6	54.0	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	79.4	58.2	55.3	69.2	59.0	52.9
White/Caucasian	74.8	62.3	59.3	72.0	61.1	57.2
Special Education	36.3	27.4	28.6	50.0	29.2	24.8
English Learners Current + Former	72.2	42.3	35.8	76.4	37.4	32.4
English Learners Current	54.5	32.4	-	-	25.5	-
Economically Disadvantaged	55.5	39.8	39	-	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71.2	60.1	57	68.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	76.6	78.5	75.4	87.8	76.3	74.1
Black/African American	80.0	40.9	42.6	44.4	40.5	39.6
Hispanic/Latino	51.1	51.1	48.2	50.0	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	82.0	63.8	64.4	71.8	67.1	62.6
White/Caucasian	72.1	66.8	67.4	71.5	65.0	65.7
Special Education	21.2	26.7	30	44.1	29.3	26.3
English Learners Current + Former	55.5	42.2	41.4	70.5	38.9	38.4
English Learners Current	36.3	29.4	-	-	22.8	-
Economically Disadvantaged	50.0	45.4	46.8	-	40.4	44

Doral Academy - Cactus
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Middle School

Math Proficient

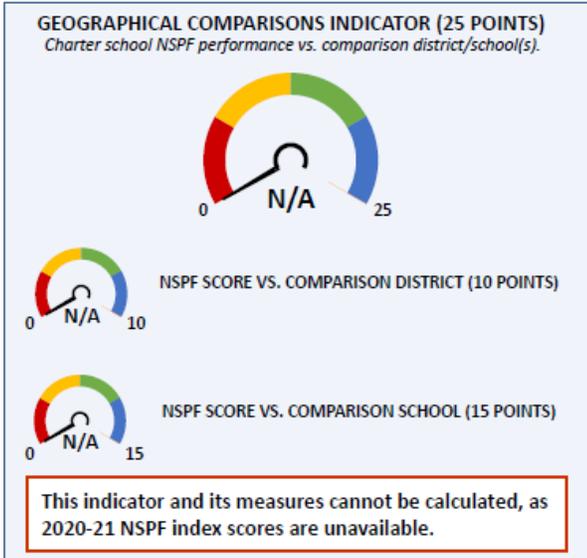
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	59.4	42.6	36.5	55.8	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	80.0	66.2	58.6	73.5	64.1	56.4
Black/African American	50.0	24.2	23.5	9.0	17.7	19.5
Hispanic/Latino	45.5	31.9	29.3	52.0	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	50.9	47.3	40.6	45.6	41.5	37.5
White/Caucasian	62.5	51.3	47.1	59.8	44.4	44.4
Special Education	18.7	12.1	18.6	22.2	11.5	14.3
English Learners Current + Former	42.1	26.9	20.2	31.2	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	48.4	29.0	29.2	-	21.7	25.5

ELA Proficient

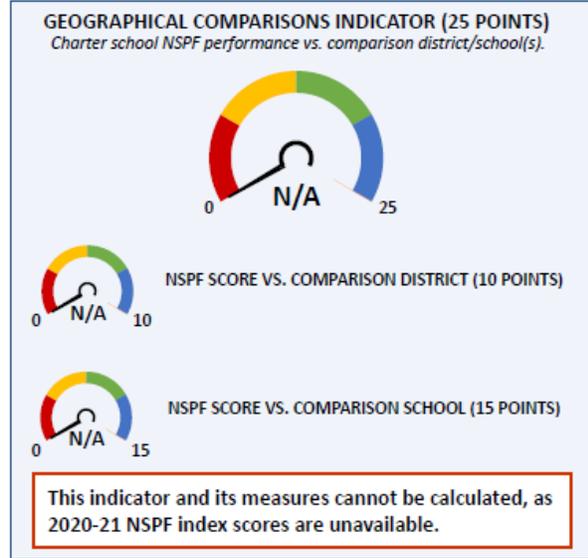
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	80.0	59.6	54.1	76.6	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	93.3	78.4	75.9	94.1	77.3	74.6
Black/African American	64.2	40.1	37.8	45.4	38.4	34.5
Hispanic/Latino	73.5	50.3	45.1	76.7	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	80.3	66.7	61.3	63.0	61.0	59.2
White/Caucasian	79.5	67.8	66.3	79.3	63.5	64.6
Special Education	34.3	19.9	21.9	37.0	20.7	17.8
English Learners Current + Former	42.1	42.7	24.3	64.7	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	63.6	46.4	44.4	-	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

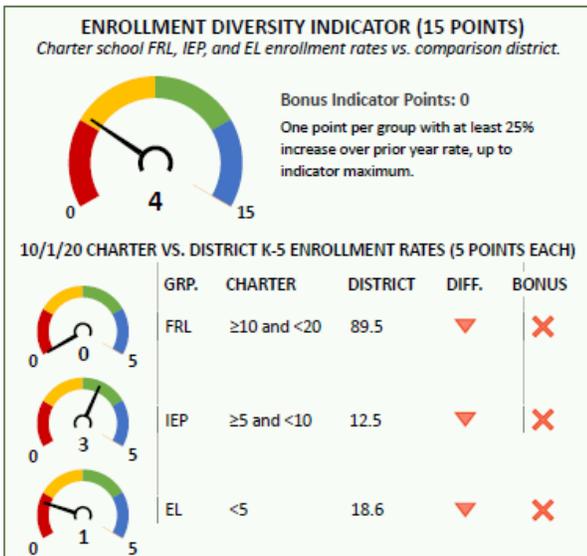


Middle School

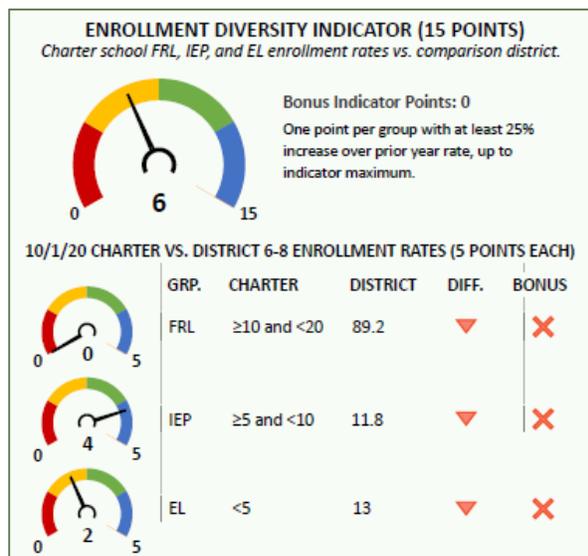


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

All schools within the Doral Network are currently within their third year of their charter contract with the State Public Charter School Authority and have been operating in a four- or five-star status rating per the Nevada State Performance Framework. In addition, these Doral campuses including Pebble, Red Rock, Cactus, Fire Mesa, and Saddle are in good standing on the academic, organizational, and financial framework within the SPCSA.

As such, the SPCSA conducted an abbreviated site evaluation as permitted under [NRS 388A.223](#).

CLASSROOM OBSERVATION TOTALS

A total of 8 classrooms were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 7	Total: 1	Total: 0	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 7	Total: 1	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 6	Total: 2	Total: 0	Total: 0	Total: 0
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 5	Total: 3	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.1	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 7	Total: 1	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 5	Total: 3	Total: 0	Total: 0	Total: 0
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 5	Total: 3	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.1	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 7	Total: 1	Total: 0	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total: 8	Total: 0	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 7	Total: 1	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback regarding student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 6	Total: 2	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

1. In one middle school classroom, the teacher gave clear expectations to students.
2. In another middle school classroom students were able to recall the learning target.
3. In one lower elementary grade classroom, students were in groups of four participating in an arts integrated Tableau strategy. This is an arts integrated activity where students create a “still picture” without talking to capture the meaning of a concept or ideas. One student (the author) read his writing aloud to the other group members. Each group decided how to illustrate the plot by creating a frozen picture with their bodies.
4. In one upper grade gifted and talented pullout classroom, students observed a roller coaster picture then reflected on an upcoming project when they will be creating roller coasters.
5. Students worked in groups on their argumentative case to prepare for a mock trial in one middle school classroom.
6. In one middle school classroom, the teacher taught small groups of students in a differentiated instructional model. Other groups worked on Spatial-Temporal Math (ST Math) to receive targeted skills practice.
7. In one middle school classroom, students used the Tableau strategy to practice vocabulary.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>Doral Academy implements curricular materials to horizontally and vertically curriculum with the NVACS across each grade level and content area including (math, English Language Arts (ELA) science and writing. Lucy Calkins,(a writing program) and the Teachers College Reading and Writing Project undergirds writing and standards in grades k-5 ELA classrooms. Doral embeds arts integration in cross-curricular, project-based instruction in math, ELA, science, and physical movement.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Doral is timely when submitting state required documentation. Licensing of staff is monitored by each Doral campus and Teacher Recruitment & Licensure Specialist at Academica Nevada. Licensed holders notified of license expiration dates, supported through license renewal process, and provided guidance on gaining additional endorsements. System tracks professional learning hours provided by Doral Academy of Nevada.</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>Each Doral Academy of Nevada campus employs a Special Education Facilitator. The SPED facilitator ensures that educators, both special education and general education, have access to student information and SPED documents in Infinite Campus. Complete Individualized Education Plan (IEP) are provided and reviewed with teachers for each identified SPED student.</p>

1d	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Doral Academy of Nevada utilizes arts Integration modalities into instructional practices. Support to EL Students include Campus EL Coordinators that provide trainings throughout the year on focused topics, such as “Can Do” Descriptors, Formative Assessment Practices, Scaffolding/Supports/Differentiation practices, and Arts integration strategies. Curriculum Coordinators provide content specific trainings on EL components and methodologies. Arts Integration trainings are provided from The Kennedy Center partnership on how to engage EL through art-centered tasks. WIDA trainings are provided by the NDE. EL methodologies specific to methods and models of instruction include Project-Based Learning, Cooperative Learning, Audio-lingual, Total Physical Response (TPR).</p>

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>Doral Academy complies with governance requirements by scheduling board meetings, posting notices, and following Nevada’s open meeting law requirement. Doral ensures the Board of Directors meets membership requirements, provide training to board members and consistently update members on new policies. Doral has legal counsel to represent the school should the need arise. A website houses board meeting dates, agendas, and recorded meeting notes. Yearly a survey to assess the school’s financial, legal, compliance and building operations is conducted.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>Doral employs a lottery system for admission, and legal guardians must complete applications. There is sibling priority. For the academic year, 22-23 open enrollment is from January 3-February 28 and the lottery runs on March first. Upon acceptance, legal guardians have 72 hours to complete all required registration documents. Students who do not receive a seat through the lottery process will be placed on a waitlist by grade level. Should openings occur after initial waitlist has been exhausted, a new lottery to fill those open seats will take place. Doral Academy utilizes a Restorative Justice Plan, which aligns with the school’s vision and guiding principles.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The Doral Academy of Nevada Development Committee and school committee annually review the Emergency Operations Plan (EOP). The school submits an EOP annually to the Nevada Division of Emergency Management as well as other designated organizations. Due to the Covid-19 pandemic, Doral Academy has developed prevention strategies for in-person learning, “The Path Forward 21-22”, which is found on the school’s website, and includes guidelines to help ensure the safety of all staff and students.</p>

**Measures of Progress from Previous Site Evaluations
CACTUS CAMPUS**

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> 1. The staff at the Cactus campus have increased Depth of Knowledge (DOK) levels of questioning as noted during classroom observations. 2. There has been some progress regarding increasing diversity, however there is more work to do in this area
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> 1. Staff at the Cactus campus have received professional learning on questioning techniques from system curriculum and coaches. Additionally, staff attended a Virtual Conference which had trainings on many different questioning methods to produce higher DOK levels. 2. The student population has increased in both the EL and FRL student numbers from 20-21 school year to 21-22 school year. There is still more work to do in this area.
<p>The reasons school will require additional time to fully address the recommended items.</p>	<ol style="list-style-type: none"> 1. No additional time is needed for increasing the number and quality DOK questions 2. Although the student population has continued to become more diverse and increase in the number of EL, and FRL students; additional work is needed in this area.

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

Doral Academy Network

1. The Doral Academy of Nevada Schools have updated their mission statement with input from students, families, staff, and school leaders, and the final mission statement reflects these views. Students at each of the Doral campuses were asked to create a visual arts piece to accompany the written mission statement. Student submissions are displayed and at each individual campus. Campus leaders encouraged students currently participating in dance classes to collaborate, choreograph and perform an expression of dance to express the meaning of the mission statement. This was done with very little input from adults. The mission statement has been posted to each school's website and the artwork created to visually express the meaning will be used in each campus yearbook. The framing and words within the revised Mission Statement clearly communicates the network's goals and focus of the collective set of campuses in a fresh, exciting, new way.
2. The Doral schools have high levels of success in effective arts integrated instruction as is described and advertised as part of the school's educational program. The network of schools follows a guideline of phasing-in arts integrated arts instruction through trainings, use of strategies, coaching, and collaboration to reach higher levels of quality arts integration in a gradual and purposeful manner. This has allowed the Doral network and each individual campus to create a major cultural shift in awareness, understanding, and commitment to becoming more skillful at integrated arts as time progresses. Some examples observed included visual thinking strategies such as a portrait study, Tableau which involved thought tracking, movement including using rhythm and movement, drama and storytelling, dance with science processes, and music with repeating patterns. Each school displayed Arts Integration boards on the hallway walls. These boards contain a grade level standard, learning objective, and outcomes of student learning. Schools hold Gallery Nights and invite members of the school community to celebrate and discover what students are learning. It is important to note that these outcomes are the result of Doral integrating arts with Nevada Academic Content Standards. Such integration requires collaboration and designated planning time between classroom teachers and arts specialists. The planning involves a classroom grade level standard and learning outcome paired with an art form so that students become highly engaged and motivated to develop and express a deep understanding of content. These art forms include dance, music, theater, and the visual arts.
3. The Doral network of schools has strong leaders from the Executive Director to each Doral campus Principal. Each leader possesses high levels of effective instructional leadership and a clear understanding of content, data-based decision making, building a strong school culture, and a firm commitment to the arts-integrated mission statement. This instructional model of leadership sets a clear vision and specific goals for each school community. School leaders support the mission at the school as they provide teachers the tools they need to improve their practice. Instructional tools include training, professional learning, access to resources, coaching, and support personnel.
4. Support personnel experts include staff in counseling, data- based decision making, arts integration, methods for English language acquisition, and those with expertise in educating students with special needs. The school leaders are to be commended for increasing the network's potential to improve teaching and learning at this set of charter schools.

5. The Doral network of schools has been highly successful in implementing recommendations from the SPCSA's previous March 2020 site evaluation. The following recommendations were implemented during the global pandemic: National School Lunch Program, Kagan Training, and a 2021 virtual conference. The virtual conference focused on student engagement, assessment and questioning strategies. The student engagement portion of the virtual conference integrated students questioning strategies, student discourse, and student accountable language. Conference topics were given a priority for implementation, despite the virtual learning conditions in place at all school campus locations

Doral Cactus Campus Strengths:

1. The Doral Cactus Campus has developed strong relationships with community partners including UNLV-Practicum students and student teachers and the UNLV paraprofessional program. These relationships yielded five student teachers last academic year and three support staff. Hiring those who completed field experience or student teaching at the Cactus campus affords new hires the ability to already be familiar with campus culture and procedures.
2. Staff at Cactus were aware of student social-emotional issues upon the return to school this year. Faculty and staff were highly proactive and called in a behavioral specialist as well as counselors to coach teachers on how to best support themselves and their students during the transition back to in-person learning during a pandemic. Cactus was successful in bringing staff together to support one another and move forward in a positive manner for all students, families, and staff.
3. The relationships between students and staff at Cactus appear to be very strong. The counselors at the school put together "worry groups" for students. School leaders provide a monthly meeting and weekly newsletter to keep parents up to date on what to expect as students return to the school.
4. The Doral Cactus campus has implemented a robust restorative justice structure. SPCSA staff observed consistent practices and implementation of restorative justice practices school wide. This was observed as teachers and school leaders re-taught expectations and explained how they manage student infraction of rules in many instances. For example, if a student breaks a rule, the student engages in making the outcomes of the poor choice known and attempting to restore whatever damage may have taken place.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. The Doral Cactus campus is experiencing greater gaps in student growth and mastery levels due to the ongoing COVID-19 pandemic and teachers need training and support to meet the needs of all learners within the classroom.
2. Students displayed a high need for social-emotional support upon the return to in-person learning. Doral Cactus faces some challenges around social-emotional learning. School leaders expressed concerns regarding students and staff struggling in the areas of self-awareness, stamina, social awareness, self-management, relationship skills, and responsible decision making. Doral Cactus is seeking training for teachers to support these social-emotional needs school-wide.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

1. The SPCSA recommends that all Doral campuses continue to attract and enroll a more diverse student population. In particular, the Free and Reduced Lunch and Second Language Learners as compared to Clark County have lower numbers according to the SPCSA Enrollment Diversity Indicator. Continued and intentional dedicated efforts by the Board and staff will be necessary to improve in this area.
2. SPCSA staff recommends Doral Cactus pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. Leadership mentioned that there were several challenges resulting from the ongoing COVID-19 pandemic, such as training for staff and SEL support. MTSS opportunities through the SPCSA have the potential to provide staff access to tier 1, 2, and 3 training and resources to address these challenges
3. The SPCSA recommends that the Doral Cactus campus continue to address staffing challenges through partnerships as this has yielded lower numbers of teacher turn over and strong relationships with those new to the profession. In addition, it is recommended that the school-wide efforts to guide long term substitute teachers toward the attainment of a teaching degree continue.

DEFICIENCIES

There were no deficiencies identified for Doral Academy Cactus during this evaluation.